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ABSTRACT

This slide presentation takes the educator through the step-by-step implementation of a reading program, RISE (Reading Initiative for Student Excellence), in a real school. The RISE program aims for balanced literacy for students, in response to the Reading Excellence Act (REA) of 1998. The presentation outlines the steps to balanced literacy, taking into account: (1) Reading Excellence Act; (2) Background of My School; (2) Role of Assessment; (3) Reading Program--Time, Team, Text, Tasks, Talk; (4) Role of Interventions; and (5) Readings to Start. (NKA)

Balanced Literacy: Making it work in a real school

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Preview

1. Reading Excellence Act
2. Background of my school
2. Role of assessment
3. Reading Program:
Time, Team, Text, Tasks, Talk
4. Role of interventions
5. Readings to start

Reading Excellence Act

Phonemic

Awareness

Motivation

Reading Program

**Systematic
Phonics**

Comprehension

Fluency

**Vocabulary &
Knowledge**

Understanding the Setting

State Level

Prescriptive Curriculum

High stakes testing, beginning in third grade

More Setting

District Level

Building-level choice

Per pupil expenditure (\$8900)

Commitment to low class size (18)
(even before Class Size Reduction Act)

More Setting

Building Level

Instructional focus on reading achievement

Principal with reading endorsement

Instructional Coordinator

Families and Children

325 students

66% free or reduced lunch

73% African American

60% from single parent families

Instructional Staff

Teachers

Assistants

K

4

4

1

4

4

2

4

4 (1/2 time)

3

3

0

4

3

0

More Instructional Staff

Specialists	3 Reading 1 Gifted Education
Special Education	2 LD 1 LD Resource
Specials	PE, Music, Art
Library	1 Librarian 1 Assistant

Support Staff

Counselor

1

Book Buddies Coordinators

2

Adult Educators

2

Nurse

1/2

The Problem

Teachers committed to teaching
reading at instructional level

Huge range of instructional levels by
grade level

Tension between regular and special
education

The Solution: RISE

Reading

Initiative for

Student

Excellence

Program Philosophy



Assessments

K/1: PALS, PPVT, Ganske DSI, Reading Inventories

2/4: QRI-II, Ganske DSI

State Level: 3rd grade SOL test,
4th grade Stanford 9

Motivation

Internal: Provide tasks and experiences that are just right
(assess and instruct)

External: Let them show off and let it pay off

timed readings

library program

reading logs

Time

Kindergarten: Parallel block scheduling

First grade: Traditional reading groups

2nd, 3rd, 4th grade: Joplin-Plan
regrouping to form 11 homogeneous
groups for 90 minutes

K/1 Team

Classroom teachers and instructional assistants keeping group size low

Flexible grouping by ability

2/4 Team

11 teams of 2 adults

2nd, 3rd, 4th grade teachers (10)

Special Ed teachers (3)

Reading Specialists (3)

Instructional Assistants (5)

Gifted specialist (1)

Total Adults	22
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Texts

K-4: stories and information books for teacher read-aloud

K: predictable, decodable

1: decodable, controlled vocab, basals

2-4: controlled vocab, chapter books, basals, novels, information books

K-4 Tasks

1. Vocabulary Building
Semantic Feature Analysis
Super Sentences
2. Word Study
Synthetic phonics and then
Analogy-based strategies
3. Comprehension
Strategies instruction

Kindergarten Tasks

Sound Success program for developing phonemic awareness and letter sounds

Read alouds of information books for developing vocabulary and concept knowledge

First Grade Tasks

Learning letter sounds

Systematic Phonics: Explode the Code

Using letter sounds to decode and spell

Rereading to develop fluency

2/4 Tasks

Pre	Text Structure
Reading	Instruction
	Previewing
	Prior knowledge discussions
During	Questioning the Author
Reading	Reciprocal Teaching
	Think alouds
	Q/A Relationships
After	Retellings, Summaries,
Reading	Reading Guides

A Typical RISE Lesson

1. Students enter room, and get their RISE baskets, with independent level books and read silently for 10 minutes

A Typical RISE Lesson

2. Students break into two groups, each led by an adult, and plan two super sentences

Typical RISE Lesson, Cont.

3. The RISE teacher previews a new book
4. Students alternate silent reading and group discussions about this new instructional text for 45 minutes.

Typical RISE Lesson

5. RISE class reforms as one group. Students reread the day's text, and work individually on a comprehension activity in writing. Students also work on a word study activity. Teachers provide individual help, and ask children to read orally.

Talk

Teachers' talk, K-4, involves modeling and direct instruction in decoding, in understanding word meanings, and in comprehension

Interventions

K: Phonological Awareness

1: Title 1 plus Book Buddies

2: Title 1

3: After School Reading, Writing,
Math

4: After School Reading Group
Families Learning Together

Collaboration Model

Retooling our content area lessons

Emphasis on vocabulary and concept building

Use of vocabulary and comprehension strategies from the reading program

Staff Development

District-sponsored graduate work

Staff meetings each month

Whole staff

K/1 team

2/4 team

Faculty meetings

RISE team meetings

New Directions

- Streamlining our assessments
- Focusing on informational texts
- Increasing literacy time in kindergarten
- Increasing reading rate
- Building vocabulary more systematically
- Teaching reading comprehension

Challenges

Student Mobility

Preschool experiences

Supporting families

Johnson School and Reading Excellence

- ✓+ Phonemic Awareness
- ✓+ Systematic Phonics
- ✓ Fluency
- ✓ Vocabulary and Knowledge
- ✓- Comprehension
- ✓+ Motivation

Readings to Start

Reading Expert

Preventing Reading Difficulties in
Young Children (Snow et al., 1998)

Reading Team

Reading Instruction that Works
(Pressley, 1998)

The Reading Teacher (IRA)

CIERA web site (www.ciera.org)

Classroom Teachers

Every Child a Reader (www.ciera.org)

Articles from The Reading Teacher

Observational Research

Visits to other teachers, schools